

Textbook Alignment to the Utah Core – Kindergarten: Fine Arts, Health, PE, Science, & Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes ✓ No*

Name of Company and Individual Conducting Alignment: Standard Media Services, LLC: David A. Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name & grade of the core document used to align): Kindergarten (5 Subjects) Core Curriculum

Title: Macmillan/McGraw-Hill Timelinks: Hello, World ©2009 ISBN#: 978-0-02-151482-3 (TE)

Publisher: Macmillan/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 48 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0 %

STANDARD I: Students will develop a sense of self.

Percentage of coverage in the *student and teacher edition* for
Standard I: 0 %

Percentage of coverage not in student or teacher edition, but covered in
the *ancillary material* for Standard I: 0 %

OBJECTIVES & INDICATORS

Objective 1.1: Describe and practice responsible behaviors for health and safety.

Coverage in *Student Edition(SE) and
Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material*
(titles, pg #'s, etc.)

*Not covered
in TE, SE or
ancillaries* ✓

a.	Describe proper care of the body (e.g., proper brushing of teeth, eating a variety of foods, proper hand washing, sneezing into sleeve).			✓
b.	Recognize that food is fuel for the body.			✓
c.	Recognize signs of physical activity (e.g., heart rate, breathing, sweat).			✓
d.	Identify helpful and harmful substances to the body.			✓
e.	Recall basic safety (e.g., follow rules, maintain personal space/boundaries, know phone number, address, emergency number).			✓
Objective 1.2: Develop skills in gross and fine motor movement.				
a.	Participate in regular physical activity that requires exertion (e.g., walk, jog, jump rope).			✓
b.	Explore a variety of fundamental and manipulative gross motor skills (e.g., hop, skip, twirl, dance, throw, catch, kick, strike).			✓
c.	Perform a variety of fine motor skills (e.g., draw, cut, paste, mold, write).			✓
d.	Maintain personal space and boundaries while moving.			✓
e.	Create and perform simple dance movements that express who one is, knowledge of the body, feelings, senses, and ideas in time and space.			✓
Objective 1.3: Develop and use skills to communicate ideas, information, and feelings.				
a.	Identify and express ideas, information, and feelings in a variety of ways (e.g., draw, paint, tell stories, play, make believe, dance, sing).			✓
b.	Recognize similar colors as being members of the family of reds, blues, and yellows and shapes as being similar to squares, circles, and triangles.			✓
c.	Describe sounds in terms of dynamics (loud/soft), pitch (high/low), duration (long/short; fast/slow), and timbre (tone			✓

	of an animal, human, musical instrument, or machine).			
d.	Develop competency in beat accuracy and respond to an understanding of beat as a life force through moving, singing, chanting, or playing instruments.			✓
e.	Express emotions by selecting and playing a variety of simple rhythm instruments.			✓
STANDARD II: Students will develop a sense of self in relation to families and community.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Describe factors that influence relationships with family and friends.				
a.	Identify ways individuals are alike and different.	Flip Chart: 1, 2, 9, 43 TE: 2-3, 16-17, 84-85		
b.	Identify contributions of family members.	Flip Chart: 3, 4, 11, 36, 38 TE: 1G-1H, 2-3, 4-5, 6-7, 8-9, 20-21, 71, 74-75		
c.	Describe how children change over time.	Flip Chart: 28 TE: 51G-51H, 51I, 54-55, 70		
d.	Identify behaviors to initiate play and develop friendships.	Flip Chart: 6, 8, 46 TE: 10, 14-15, 90-91		
e.	Demonstrate positive interactions with peers and adults.	Flip Chart: 2, 3, 6, 7, 8, 9, 10, 20, 24, 46 TE: 1C-1D, 2-3, 4-5, 48-49, 90-91		
Objective 2.2: Identify important aspects of community and culture that strengthen relationships.				
a.	Recognize and follow family and classroom rules.	Flip Chart: 8, 25, 47, 49, 50 TE: 14-15, 48-49, 93H, 93, 96-97, 98-99, 110, 110P		

b.	Describe the school community (e.g., students, teachers, secretary, custodian, principal).	TE: 71G-71H		
c.	Describe resources in the community (e.g., police officer, firefighter, library, museum).	Flip Chart: 6, 53 TE: 10-11, 104-105		
d.	Describe cultural traditions in family and community.	Flip Chart: 4, 5, 11, 12, 33, 37, 42, 52 TE: 6-7, 8-9, 20-21, 22-23, 64-65, 71E-71F, 72-73, 102-103		
e.	Recognize national symbols and recite the Pledge of Allegiance.	Flip Chart: 27, 32, 35, 48, 50, 51, 54 TE: 51E-51F, 52-53, 62-63, 68-69, 93C-93D, 93E-93F, 93G, 94-95, 98-99, 100-101, 106-107		
Objective 2.3: Express relationships in a variety of ways.				
a.	Recognize traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.	Flip Chart: 9, 27, 30, 31, 33, 34, 55 TE: 1E-1F, 11, 16-17, 52-53, 58-59, 60-61, 64-65, 66-67, 108-109		
b.	Develop skills in storytelling through moving the body and making sounds while pretending to be characters in a familiar story.	TE: 1I, 7, 9, 19I, 71H, 92P		
c.	Create and perform/exhibit dances, visual art, music, and dramatic stories from various cultures.	TE: 1F, 1G-1H, 3, 5, 7, 11, 17, 18, 18P, 19G-19H, 25, 27, 39, 59, 69, 71G		
STANDARD III: Students will develop an understanding of their environment.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>50</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 3.1: Investigate changes in the seasons.				
a.	Identify the seasons and represent each with pictures and songs.	Flip Chart: 11, 21 TE: 20-21, 40-41		

b.	Observe and describe typical weather for each of the seasons.	Flip Chart: 20, 21 TE: 38-39, 40-41		
c.	Describe the information each of the five senses provides with the changing of seasons.			✓
d.	Observe and describe changes in behavior of animals as the seasons change.			✓
e.	Describe how people change their behavior as the seasons change.	Flip Chart: 20, 21 TE: 38-39, 40-41		
Objective 3.2: Observe and describe animals in the local environment.				
a.	Observe, describe, draw, and compare familiar animals.			✓
b.	Describe how young animals are different from adult animals.			✓
c.	Describe how animals care for their young.			✓
d.	Observe and imitate the sounds and movements of animals with songs, dances, and storytelling.			✓
e.	Distinguish between real and make-believe animal behaviors.			✓
Objective 3.3: Recognize symbols and models used to represent features of the environment.				
a.	Recognize that maps and globes are symbols for actual places.	Flip Chart: 18, 19, 22, 23, 24, 45 TE: 34-35, 36-37, 42-43, 44-45, 46-47, 61, 88-89		
b.	Identify items on a map of the classroom.	Flip Chart: 7, 13, 15 TE: 12-13, *19G-19H, 24-25, 28-29 *Related content.		
c.	Explore basic map and globe directions and characteristics (e.g., top, bottom, right, left, land, water, Arctic Ocean, Antarctica).	Flip Chart: 7, 45 TE: 12-13, 88-89		
d.	Make representations of things observed in the environment (e.g., drawing, painting, building structures with blocks, making models with clay).	Flip Chart: 13, 15, 18, 45 TE: 19H, 24-25, 28-29, 31, 34, 35, 88-89		